DOCUMENT RESUME

ED 147 282 SP 011 886

TITLE	An Evaluation of "Foundations of Competency Based Curriculum"; A Summer In-Service CBC Staff Development Course.
INSTITUTION	District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
PUB DATE	Oct 77
NOTE	70p.; Contains some small type
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	*Curriculum Development; Educational Planning; *Inservice Teacher Education; *Institutes (Training Programs); *Participant Satisfaction; *Performance Based Education; *Program Evaluation; Skill Development; Staff Improvement
IDENTIFIERS	*Curriculum Specialists

ABSTRACT

"Foundations of Competency Based Curriculum (CBC)," a one-week inservice course was offered to CBC team members from each Washington, D.C., public school during the summer of 1977. It was designed to assist instructional personnel in acquiring the necessary competencies and skills to plan, initiate, and implement competency based curriculum in individual classrooms, schools, and the total educational setting. In their own ratings of skills and knowledge gained, participants from all levels consistently stated that they had acquired a very good understanding of the components of CBC after taking the course. There was little or no variation in this positive opinion among the different subgroups of participants or among those attending different weekly sessions. Mean scores on the post-opinionnaire ranged from 4.5 to 4.8 (a rating of excellent), indicating that participants felt they had mastered the skills required to initiate and implement CBC. The summer course reached a wide variety of school personnel. Approximately 905 participants responded to the Participants' Evaluation Form. They reported being very satisfied with their instructors, the instruction, and with the facilities. Those responding gave the course an overall rating of 3.7, or "excellent." While participants were generally satisfied with the program, they did make a number of timely suggestions. The suggestion made most often was to "slow down" the pace of the course and allow more time for instruction. There was considerable agreement between the instructors' opinions and suggestions and those made by the participants. Recommendations drawn from questionnaire and opinionnaire responses are: (1) that inservice courses of this kind be encouraged and expanded; (2) that suggestions and comments expressed by participants be considered in future planning; and (3) that a follow-up be made in each school to determine the extent to which CBC teams are carrying out the CBC staff development activities. (Editor/MJB)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED147282

Public Schools of the District of Columbia

AN EVALUATION OF "FOUNDATIONS OF COMPETENCY BASED CURRICULUM" A SUMMER IN-SERVICE CBC STAFF DEVELOPMENT COURSE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned this document for processing to: SP UD

In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view. TM

SP011 886

Vincent E. Reed
Superintendent of Schools
October 1977

AN EVALUATION OF "FOUNDATIONS OF COMPETENCY BASED CURRICULUM"
A ONE WEEK CBC STAFF DEVELOPMENT COURSE

Prepared by
Division of Research and Evaluation
October 1977

Public Schools of the District of Columbia

Superintendent of Schools ..... Vincent E. Reed

Vice-Superintendent ..... Elizabeth C. Yancey

Associate Superintendent
for Instruction ..... James T. Guines

Special Assistant for CBC ..... Joan W. Brown

Assistant Superintendent
for Research and Evaluation ..... Mildred P. Cooper

Assistant for Evaluation ..... Herman Cobb

TABLE OF CONTENTS

	Page
LIST OF TABLES	iv
LIST OF FIGURES	v
SUMMARY	vi
Chapter	
I. INTRODUCTION	1
Description of the Course	1
Definitions	4
Limitations	4
II. PROCEDURE	5
Instrumentation	5
Analysis of Data	6
III. RESULTS AND DISCUSSION	7
Pre-Post Opinionnaire	7
Participants' Evaluation	14
Instructors' Evaluation	25
Observation Scale	27
IV. SUMMARY AND CONCLUSIONS	34
V. RECOMMENDATIONS	36
VI. APPENDICES	37
A. Posttest Mean Scores of Elementary and Secondary Teachers for Each Item on the Staff Development Opinionnaire	38
B. CBC Staff Development Opinionnaire	43
C. CBC Staff Development Participants' Evaluation	45
D. CBC Summer In-Service Courses Instructors' Evaluation	48
E. CBC Summer Staff Development Observation Scale	51

LIST OF TABLES

Page

I. A Comparison of the Participants' Pre and Post Mean Scores on the CBC Staff Development Opinionnaire for Each of the Four Weeks 8

II. A Distribution by Position of Respondents to the Participants' Evaluation for Each of the Four Weeks 14

III. A Distribution of Elementary School Regular Classroom Teachers by Grade Levels and Special Teachers by Subject Areas for the Four Weeks 16

IV. A Distribution of Secondary Teacher.. by Grade Level and Subject Area for the Four Weeks 17

V. Methods Used to Determine Which CBC Team Members Would Attend the Summer In-Service Course 18

VI. An Explanation of How Participants Who Were Not Part of a School CBC Team Were Selected to Attend the Course 19

VII. Participants' Ratings of the Instructors, Instruction, Facilities and the Overall Course for the Four Weeks 21

VIII. Areas Indicated by Participants Where More In-Service Training Is Needed 22

LIST OF FIGURES

Page

Figures:

1. A Comparison of Participants' Knowledge of the Components of CBC Prior to the Course (Pre Mean) and at the Completion of the Course (Post Mean) for Week 1 10

2. A Comparison of Participants' Knowledge of the Components of CBC Prior to the Course (Pre Mean) and at the Completion of the Course (Post Mean) for Week 2 11

3. A Comparison of Participants' Knowledge of the Components of CBC Prior to the Course (Pre Mean) and at the Completion of the Course (Post Mean) for Week 3 12

4. A Comparison of Participants' Knowledge of the Components of CBC Prior to the Course (Pre Mean) and at the Completion of the Course (Post Mean) for Week 4 13

SUMMARY

Title: Foundations of Competency Based Curriculum

Date: June 20 - June 24, 1977

June 27 - July 1, 1977

July 5 - July 8, 1977

July 11 - July 15, 1977

Target Population: Instructional Personnel of the Public Schools of the District of Columbia

Number Served: 950 Public School Instructional Personnel[1]

Background and Rationale

During the school year 1975-76 the Public Schools of the District of Columbia began to develop a plan for implementing a program for excellence, efficiency and effectiveness. The program was built upon the following mission of the D.C. Public Schools:

> "To promote excellence, by providing a viable and comprehensive instructional program (pre-kindergarten through twelfth grade) leading to the attainment of knowledge, competencies, and skills which upon completion will enable each student to function as a useful citizen."

The vehicle for achieving excellence is the Competency Based Curriculum.

Description of the Program

"Foundations of Competency Based Curriculum" identifies the basic concepts of CBC through theoretical approaches with practical applications. This summer staff development course was designed to assist the instructional

1/ Based on returned data collection instruments

personnel of the Public Schools of the District of Columbia in acquiring the necessary competencies and skills to plan, initiate, and implement competency based curriculum in individual classrooms, schools, and the total educational setting. A week of instruction was provided for which the participant earned two in-service credits.

Findings

1. The 900-1000 participants in the course included administrators, counselors, librarians, and teachers representing all grade levels and subject matter areas.
2. Participants according to their own self-assessment felt that they had gained the skills and knowledge basic to the implementation of CBC.
3. Participants were overwhelmingly satisfied with the instructors, the instruction, and the facilities.
4. Participants received two in-service credits for satisfactory completion of the course requirements.
5. Participants rated the overall course "excellent."

Recommendations

1. It is recommended that in-service courses of this kind be encouraged and expanded. School personnel are highly appreciative of well-structured and informative in-service courses that utilize resources and expertise from within. Such an approach instills a feeling of ownership and self-reward.

2. It is recommended that the suggestions and comments expressed by participants be considered in planning future in-service courses.
3. It is recommended that a follow-up be made in each school to determine the extent to which CBC teams are carrying out the CBC staff development activities and to give help where a need is indicated.

INTRODUCTION

In-service training programs for teachers and other school personnel are a well-established phenomenon in the District of Columbia Public Schools. They are an attempt to up-grade the professional staff as well as to lead to an improved education for all the students. This report is an assessment of one in-service training program: Foundations of Competency Based Curriculum.

Description of the Course

Foundations of Competency Based Curriculum was designed to assist the instructional personnel of the Public Schools of the District of Columbia in acquiring the necessary competencies and skills to plan, initiate, and implement competency based curriculum in individual classrooms, schools, and the total educational setting. A week of instruction was offered for which a participant would earn two in-service credits. Each school was requested to send a CBC team consisting of four members to one of the four one-week summer sessions scheduled on the following dates:

1. June 20 - June 24, 1977
2. June 27 - July 1, 1977
3. July 5 - July 8, 1977
4. July 11 - July 15, 1977

Each week the participants were divided into six instructional clusters. Each cluster of approximately forty to fifty participants was led by a team of three to four instructors.

All participants were provided with the following experiences:

1. Large and small group discussions and seminars
2. Review of mediated packages
3. Participation in learning station activities
4. Demonstrations
5. Techniques for conducting staff development sessions
6. Presentations by consultants
7. Practice sessions (application of theory)
8. Team planning

The chart on the following page outlines the activities of the course for a typical day and for the week as well as the nature of the course content.

Typical Schedule of Activities

	FIRST DAY	SECOND DAY	THIRD DAY	FOURTH DAY	FIFTH DAY
A.M.	Registration Distribution of Packets Introductions General Session Film Presentation: An Operational Definition of CBC	Instructional Groups Instructional Activities Module III-Part 2 Constructing Learning Activities	General Session Objectives Introductions Techniques of Classroom Management: By the Consultant	Instructional Groups The CBC Planning Process: Theory and Application	Instructional Groups Sharing CBC Building Team Plans
	BREAK	BREAK	BREAK	BREAK	BREAK
	Discussion of Film: By the Consultant Announcements Directions for CBC Instructional Groups Objectives and Guidelines	Instructional Groups Instructional Activities Module III Part 1 Identifying Instructional Activities	General Session (Cont.) Techniques of Classroom Management: By the Consultant	Instructional Groups The CBC Planning Process (Continued)	Sharing CBC Building Team Plans (Continued)
	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
P.M.	CBC Instructional Triad-Behavioral Objectives and Instructional Activities	Instructional Groups Assessment Tasks Constructing Learning Hierarchies	Instructional Groups Using Techniques of Classroom Management	Instructional Groups Practicum- CBC Building Team Planning	General Session Course Synthesis
	BREAK	BREAK	BREAK	BREAK	BREAK
	Practicum: Instructional Groups Summary of Session Evaluation of Session Preview of Tomorrow	Practicum: Instructional Groups Learning Hierarchies Summary of Session Evaluation of Sessions Preview of Tomorrow	Practicum: Instructional Groups Using Techniques of Classroom Management Summary of Session Evaluation Session Preview of Tomorrow	Practicum (Continued) CBC Building Team Planning Summary of Session Evaluation of Sessions Preview of Tomorrow	General Session Course Closure Course Evaluation

Definitions

1. CBC - Competency Based Curriculum
2. CBC building team - Persons from each school building chosen to work as a team to promote CBC activities and to provide staff development for the school staff.
3. Cluster - An instructional group.
4. DRE - Division of Research and Evaluation

Limitations

1. All assessment instruments were administered by the course instructors.
2. Except for the observations, data in this report represent only completed and returned assessment instruments.
3. Pre-post opinionnaires were not individually matched but were considered as a total group.
4. The only pre-post measure used to determine acquisition of skills and knowledge was the participants' opinionnaire.
5. The instructors' evaluations were not submitted to DRE for the fourth week.
6. The laboratories were not established as planned; therefore, all participants did not rate the laboratory experiences.

PROCEDURE

Instrumentation

Instruments were developed by the Division of Research and Evaluation to assess the effectiveness of "Foundations of Competency Based Curriculum."

1. CBC Staff Development Pre-Post Opinionnaire: To measure skills gained from completion of the one week course, a twenty item opinionnaire was constructed. The participants were asked to rate (on a scale from "I certainly do not" to "I certainly do") their skill and knowledge of the different components of Competency Based Curriculum.
2. Participants' Evaluation: This instrument was designed to provide information on the quality of instruction, the instructors, the facilities, the overall course, and the future in-service needs of school personnel. Opinions and comments were solicited from all participants.
3. Instructors' Evaluation: This instrument was designed to solicit data verifying the completion of the course requirements by participants and to get the instructors' opinions and comments about the course.
4. Observation Scale: This instrument was designed to enable the Division of Research and Evaluation to get a firsthand look at the course contents, operations, and procedures.

Analysis of Data

1. Differences in responses on the pre and post instruments were analyzed. Group means were found for participants' knowledge of the components of the competency based curriculum. Pre and post means are displayed in graphic form enabling differences to be easily distinguishable.
2. Responses to the Participants' Evaluation were tallied by position categories. The results are reported in tables, figures, and in narrative form.
3. Observation data are reported in narrative form.
4. Responses to the Instructors' Evaluation were analyzed and are reported in tables and narrative form.
5. All comments and opinions were tallied and ranked according to frequency of responses.

RESULTS AND DISCUSSION

Pre-Post Opinionnaire

The pre opinionnaire was administered the first day of each of the four one-week sessions. A few participants either had not registered or were not in class at the time the pretest was administered. The posttest was administered at the end of the last day of each one-week session. Some participants with prior commitments, who departed early, did not complete the posttest.

The opinionnaire gave participants the opportunity to rate themselves as to their knowledge of the components of the competency based curriculum before and after the course. The rating was on a five point scale ranging from an "excellent" working knowledge to "no" knowledge. Mean responses were computed for each item on the opinionnaire and aggregated for pre and post responses. Means were obtained by assigning the responses a value ranging from 5 to 1 for each component rated. Group means were computed for elementary and secondary teachers separately, and for other elementary and secondary personnel. See Table I.

Table I

A Comparison of the Participants' Pre and Post Mean Scores
On The CEC Staff Development Opinionnaire for Each of the Four Weeks

Session	Elementary Teachers			Other Elementary Personnel			Secondary Teachers			Other Secondary Personnel		
	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.
Week 1	3.8	4.7	.9	3.8	4.7	.9	3.9	4.7	.8	4.1	4.7	.6
Week 2	3.7	4.6	.9	3.8	4.7	.9	3.7	4.7	1.0	3.8	4.6	.8
Week 3	3.6	4.5	.9	3.9	4.7	.8	3.9	4.7	.8	3.1	4.6	1.5
Week 4	3.7	4.7	1.0	4.0	4.8	.8	3.8	4.7	.9	3.6	4.7	1.1

Note: Diff. = Post mean minus Pre mean

The educational benefits received form the course are verified by the comparison of group means computed from the staff development opinionnaires. For all groups the posttest means were higher than the pretest means. Interestingly, there was little variation in the pre or posttest mean of the different grouping of participants during a week or among those attending different sessions. The greatest difference between weeks was for "other secondary personnel" during the first week (.6) and the third week (1.5). This difference, however, is not significant because of the low number of participants in this group. For example, the third week's pre-opinionnaire was completed by three participants.

The following four Figures give a graphic picture of the pre-post mean for each of the four weeks.

Figure 1

A Comparison of Participants' Knowledge of the Components of CBC
Prior to the Course (Pre Mean) and at the Completion of the Course (Post Mean)
for Week 1

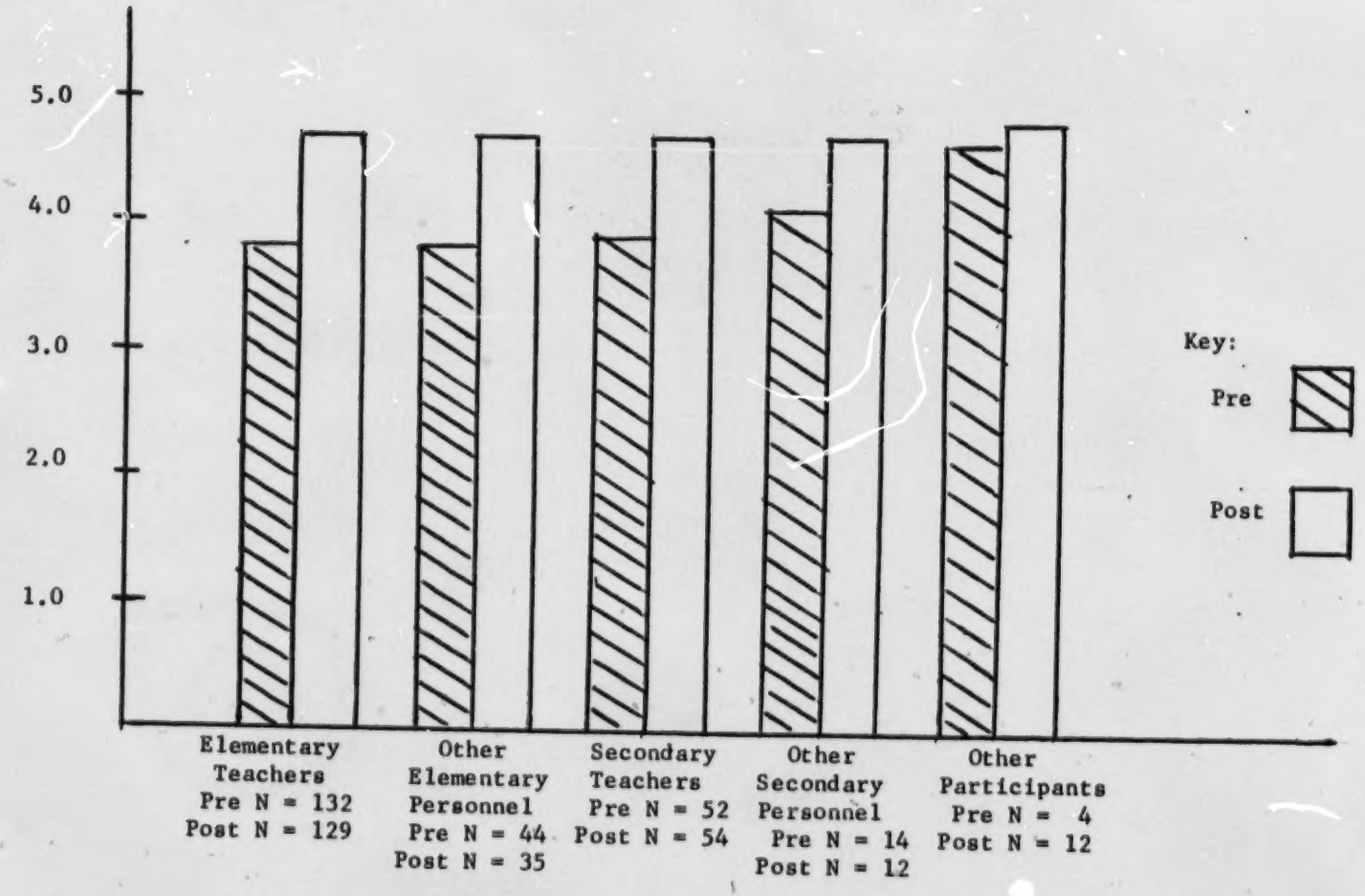

5.0
4.0
3.0
2.0
1.0
Mean
Key:
Pre
Post
Elementary Teachers Pre N = 132 Post N = 129
Other Elementary Personnel Pre N = 44 Post N = 35
Secondary Teachers Pre N = 52 Post N = 54
Other Secondary Personnel Pre N = 14 Post N = 12
Other Participants Pre N = 4 Post N = 12

Figure 2

A Comparison of Participants' Knowledge of the Components of CBC Prior to Course (Pre Mean) and at the Completion of the Course (Post Mean) for Week 2

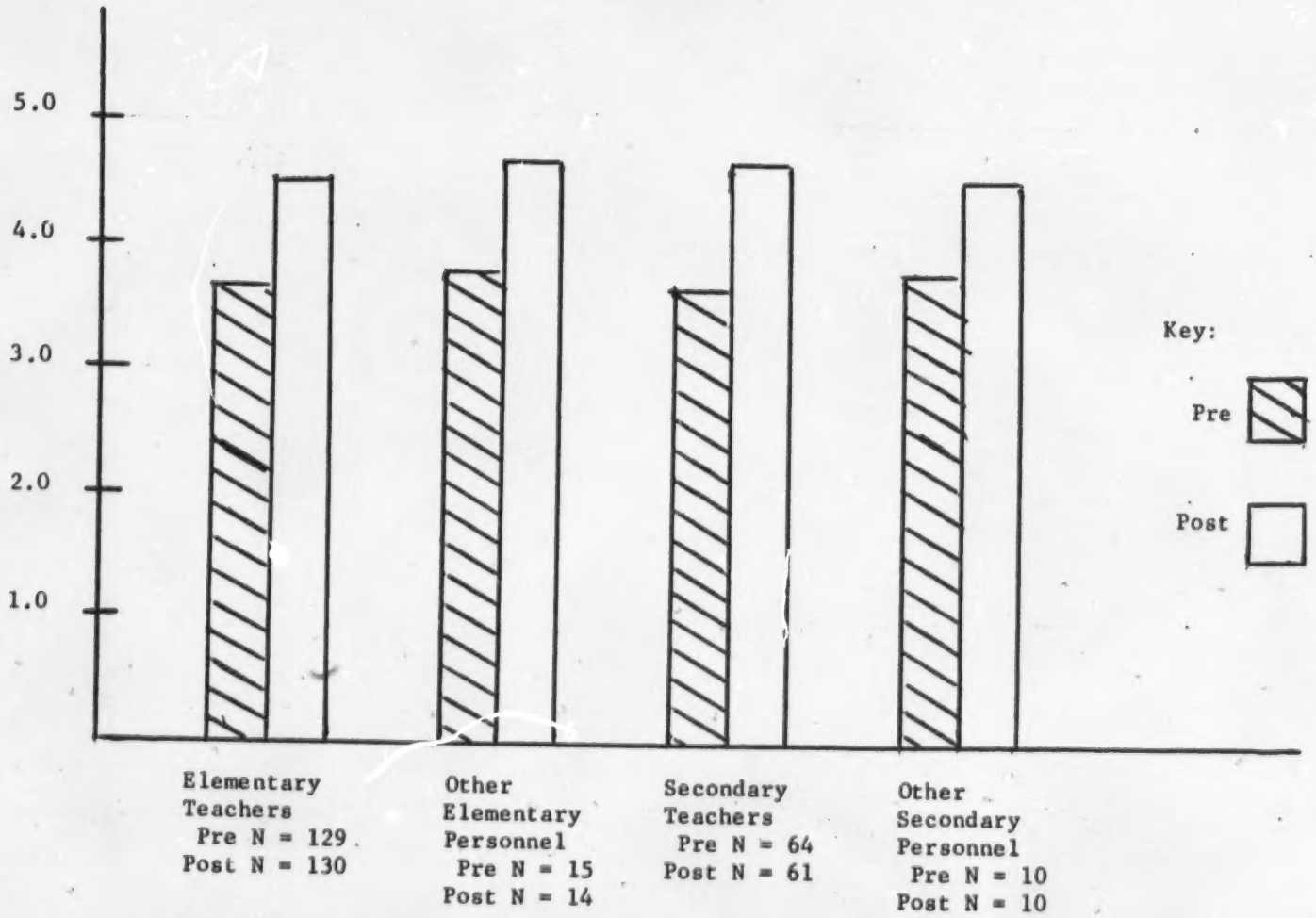


Figure 3

A Comparison of Participants' Knowledge of the Components of CBC Prior to Course (Pre Mean) and at the Completion of the Course (Post Mean) for Week 3

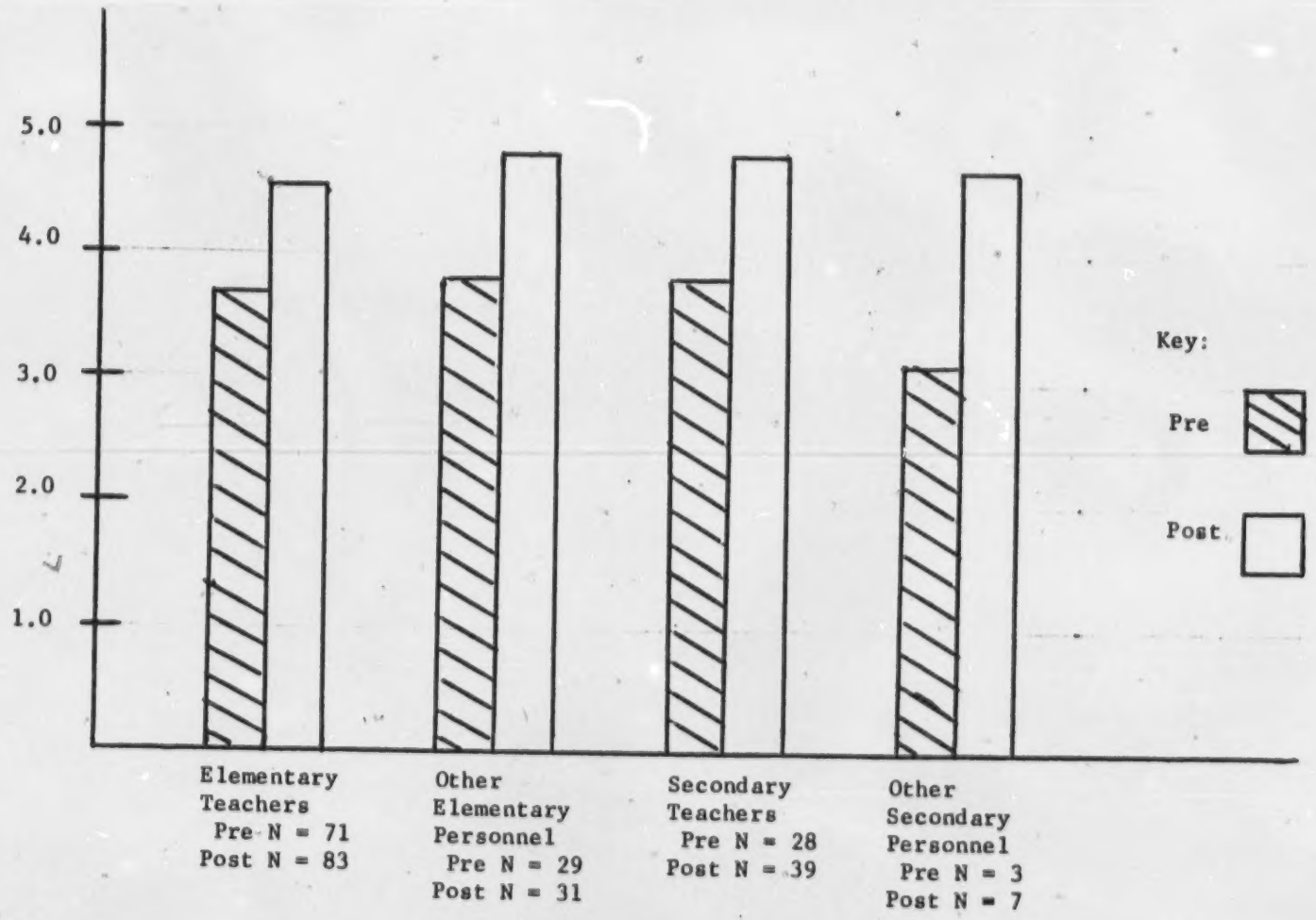
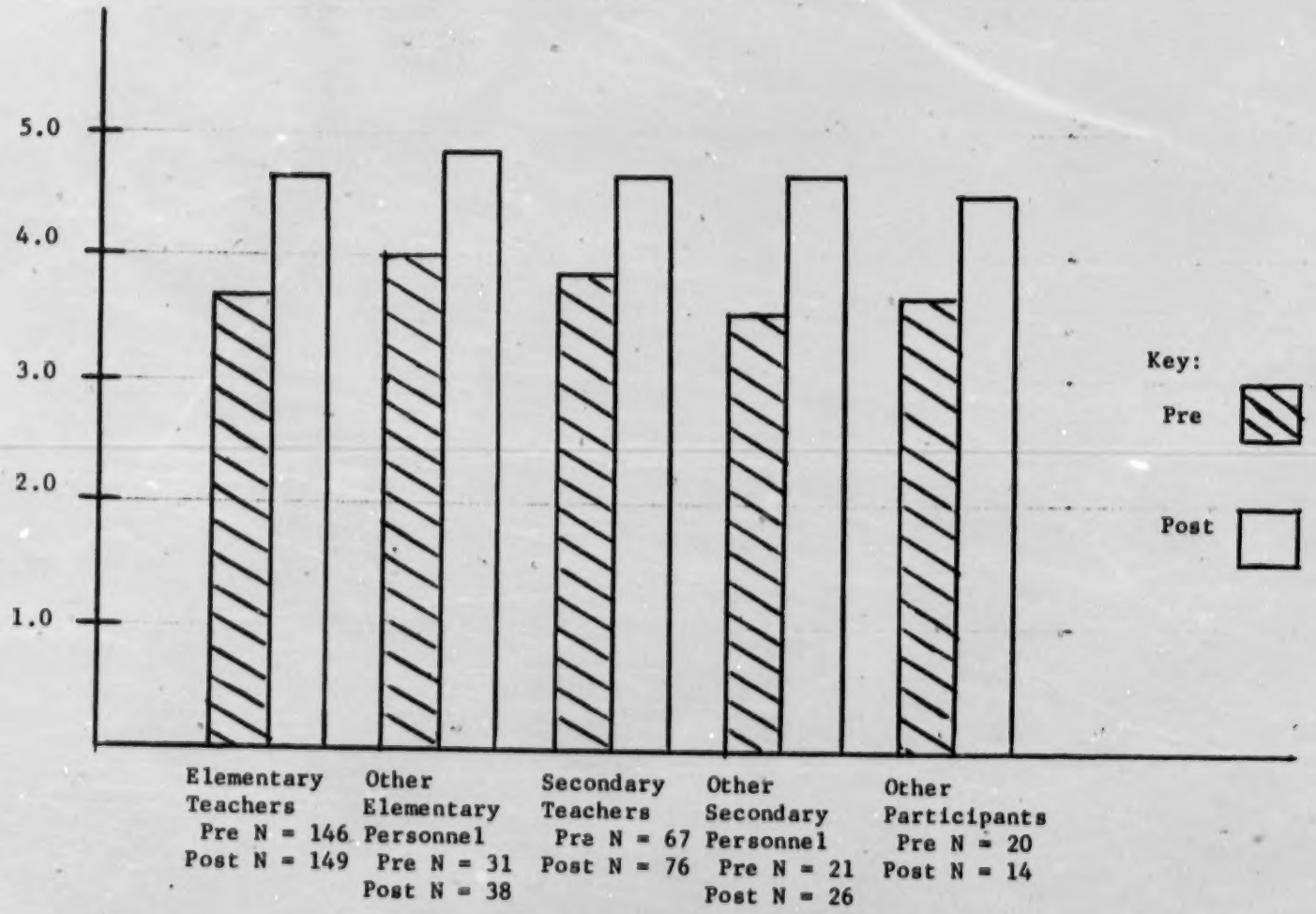


Figure 4

A Comparison of Participants' Knowledge of the Components of CBC Prior to Course (Pre Mean) and at the Completion of the Course (Post Mean) for Week 4


5.0
4.0
3.0
2.0
1.0
Mean
Key:
Pre
Post
Elementary Teachers Pre N = 146 Post N = 149
Other Elementary Personnel Pre N = 31 Post N = 38
Secondary Teachers Pre N = 67 Post N = 76
Other Secondary Personnel Pre N = 21 Post N = 26
Other Participants Pre N = 20 Post N = 14

Looking at the post means for each item on the opinionnaire we found that participants felt equally skilled in implementing the many components of CBC. The posttest scores on the individual items ranged from 4.3 to 4.9 for elementary school teachers, and 4.3 to 5.0 for secondary teachers. See Appendix A.

Participants' Evaluation

The participants' evaluation was administered on Friday of each of the four weeks. Table II gives a distribution of respondents for the four weeks.

Table II

A Distribution by Position of Respondents to the Participants' Evaluation for Each of the Four Weeks

Position	Responding					
	Week Number				Total for Four Weeks	
	1	2	3	4	Number	Percent
Teachers, elementary	135	126	82	145	488	54
Teachers, secondary	52	61	38	76	227	25
Administrators, elem.	18	4	18	19	59	7
Counselors & Librarians, elementary	16	11	15	14	56	6
Counselors & Librarians, secondary	4	7	5	12	28	3
Administrators, secondary	7	3	1	9	20	2
Others[2/]		4		23	27	3
Totals	232	216	159	298	905	100

2/ Includes personnel who work on both levels, i.e., Central Office, and persons who did not specify position.

Teachers attending the staff development course were representative of all grade levels, pre-kindergarten through twelve. In addition, a wide range of subject matter areas was represented. Table III gives the distribution of the elementary school regular classroom teachers by grade level and special teachers by subject areas for the four-week period. Table IV gives the breakdown of the secondary teachers in attendance during the four-week period.

The greatest number of elementary school regular classroom teachers in attendance were sixth grade teachers followed in order by first grade, fifth grade, fourth grade, third grade and second grade teachers. Of the elementary school special teachers, reading specialists were the largest group followed by special education teachers and mathematics specialists.

The greater number of secondary teachers were from the junior high school level. The highest number of secondary teachers were teachers of English/reading followed by mathematics, social studies, and science.

Efforts were made to have participants attend the summer in-service staff development workshop as a school team. It had been recommended that each school send a four-member CBC school team to the in-service course. The majority of the schools' CBC teams consisted of more than four members, thus, participants were asked to indicate how it was determined which members were to attend the course.

Table III

A Distribution of Elementary School Regular Classroom Teachers by Grade Levels and Special Teachers by Subject Areas for the Four-Week Period

Regular Classroom Teachers		Special Teachers	
Grade Level	Number	Subject Area	Number
Pre-Kgn.	6	Art	1
Kgn.	22	Coordinator	7
1	52	Foreign Language	3
2	35	Language Arts	5
3	42	Mathematics	17
4	44	Music	9
5	48	Physical Education	4
6	64	Reading	30
Combinations	24	Reading/Mathematics	1
Not Specified	43	School Based/Spec. Ed.	23
		Science	7
		Visiting Instruction	1
Sub-total	380		108
Total Teachers			488

Table IV

A Distribution of Secondary Teachers by Grade Level and Subject Area for the Four Weeks

Secondary Teachers			
Grade Level	Number	Subject Area	Number
7	8	Auto Repair	1
8	4	Business Education	19
9	12	Curriculum Coordinator	1
Combinations (7, 8, 9)	108	Dental Technology	1
10	3	English/Reading	50
11	3	Fine Arts	3
12	2	Foreign Language	9
Combinations (10,11,12)	40	Home Economics	8
Not Specified	47	Human Ecology	1
		Industrial Arts	3
		Mathematics	35
		Military Science	1
		Music	11
		Physical Education	8
		Practical Nursing	2
		Science	26
		Special Education	7
		Social Studies	30
		Tailoring	1
		Not Specified	10
Total	227		(227)

Seventy-eight percent (708) of those responding to the participants' evaluation form stated that they attended as a school CBC team member. The methods used to determine attendance are given in Table V.

Table V

Methods Used To Determine Which CBC Team Members Would Attend The Summer In-Service Course

Methods Used	Number Responding
1. Those who volunteered, showed most interest and were available, were given first choice	402
2. Persons in key roles were given first choice	76
3. Members were recommended and/or asked by the principal	74
4. A random selection was made	27
5. The whole team attended[3/]	22
6. Those with seniority and previous experience were given first choice	18
7. Requested permission	6
8. Only four members or less on the team	6
9. Team members voted	5
10. Chosen by SCAC or faculty	2
11. Not specified	63
12. Don't know	7
Total	708

3/ No information was supplied as to whether the team was composed of four or fewer members, etc.

There were one hundred ninety-seven respondents who stated that they were not attending the course as a member of a school CBC team. The far greater number of these participants (62%) attended the fourth week. By the fourth week most school teams had been accommodated and individual requests were honored as space permitted. Table VI reveals how these participants were selected.

Table VI

An Explanation Of How Participants Who Were Not Part Of A School CBC Team Were Selected To Attend The Course

How Selected	Number Responding				
	Week 1	Week 2	Week 3	Week 4	Total
1. Volunteered; most interested	5	13	12	49	79
2. In key position; special project		1	4	16	21
3. Requested permission	3	1	4	10	18
4. Selected by principal	2	2	1	5	10
5. Walked in	1		1	6	8
6. Recommended, invited	1		1	6	8
7. Selected by CBC chairperson	1			4	5
8. Able; available			4		4
9. All given opportunity	1			1	2
10. Alternate	1			1	2
11. Random selection			1		1
12. Not specified	1	4	7	25	37
13. Don't know		2			2
Totals	16	23	35	123	197

The participants in the staff development courses were asked to rate the instructors, the quality of instruction, the facilities, and the overall course on a scale of "poor" to "excellent" (Table VII). The success of the course is revealed in the participants' ratings. With the highest possible mean score of 4.0 (this is equivalent to a rating of "excellent"), the mean scores ranged from 3.5 to 3.9 for instructors, 3.3 to 3.8 for instruction and 3.4 to 3.8 for facilities. Participants gave the course an overall rating of 3.7. There was little or no difference between weeks. The course appeared to have satisfied the needs of the great majority of those in attendance.

The participants were also asked to indicate the areas in which they needed more in-service training. For this item participants were allowed to check multiple responses. The results are shown in Table VIII. The areas wherein additional help is needed are ranked according to the ones cited most often. The area cited most often consistently across all four weeks was learning hierarchies. The need for additional training in this area was mentioned by thirty-seven percent of those participating in the course. Twenty-nine percent of the participants indicated the need for additional help in staff development planning and twenty-eight percent mentioned needing more in-service training in equipment operation. These areas ranked 1, 2 and 3, respectively.

Table VII

Participants' Ratings Of The Instructors, Instruction, Facilities
And The Overall Course For Four Weeks

Aspects Rated	Ratings By Group									
	Elementary Teachers N=488		Other Elementary Personnel N=115		Secondary Teachers N=227		Other Secondary Personnel N=48		Other N=27		Total N=905	
	Mean	Code	Mean	Code	Mean	Code	Mean	Code	Mean	Code	Mean	Code
I. Instructors												
Preparation	3.8	Excellent	3.9	Excellent	3.8	Excellent	3.8	Excellent	3.6	Excellent	3.8	Excellent
Presentation	3.7	Excellent	3.8	Excellent	3.7	Excellent	3.8	Excellent	3.5	Excellent	3.7	Excellent
Knowledge of Materials	3.8	Excellent	3.9	Excellent	3.8	Excellent	3.8	Excellent	3.6	Excellent	3.8	Excellent
Support and Encouragement	3.8	Excellent	3.9	Excellent	3.8	Excellent	3.8	Excellent	3.9	Excellent	3.8	Excellent
Ability to assist with tasks	3.7	Excellent	3.8	Excellent	3.7	Excellent	3.8	Excellent	3.6	Excellent	3.7	Excellent
Ability to assess	3.6	Excellent	3.8	Excellent	3.7	Excellent	3.8	Excellent	3.4	Good	3.7	Excellent
II. Instruction												
Materials	3.5	Excellent	3.6	Excellent	3.6	Excellent	3.7	Excellent	3.3	Good	3.5	Excellent
Subject Matter Coverage	3.7	Excellent	3.8	Excellent	3.7	Excellent	3.7	Excellent	3.6	Excellent	3.7	Excellent
Procedures	3.6	Excellent	3.8	Excellent	3.7	Excellent	3.7	Excellent	3.7	Excellent	3.7	Excellent
III. Facilities												
Size/number	3.5	Excellent	3.5	Excellent	3.6	Excellent	3.8	Excellent	3.4	Good	3.6	Excellent
Working Conditions	3.4	Good	3.5	Excellent	3.6	Excellent	3.8	Excellent	3.5	Excellent	3.6	Excellent
IV. Overall Course	3.7	Excellent	3.7	Excellent	3.7	Excellent	3.8	Excellent	3.8	Excellent	3.7	Excellent

Table VIII

Areas Indicated By Participants Where More In-Service Training Is Needed

Areas of Additional Need	Number of Responses					Rank
	Week 1	Week 2	Week 3	Week 4	Total	
Learning hierarchies	79	91	64	105	339	1
Staff development planning	64	66	43	87	260	2
Equipment operation	54	70	43	82	249	3
Classroom management	42	49	45	60	196	4
Assessment tasks	44	48	38	54	184	5
Instructional triads	50	38	27	60	175	6
Instructional activities	24	26	16	35	101	7
Behavioral objectives	7	9	8	11	35	8
Learning packages			2			9.5
Developing audio visual aids				2		9.5

Some of the participants offered suggestions for improving the course. The major suggestions given are listed below in the order of the number of times each was cited. The number of times cited is in parentheses at the end of each suggestion.

Suggestions For Improvement

1. Allow more time for the sessions, i.e., writing behavioral objectives, hierarchies, building plans, and for interaction among clusters, teams, and schools. (133)
2. Extend the duration of the course to possibly two weeks. (53)
3. Improve on the quality of the audio visual presentation. (37)
4. Have smaller clusters. (31)
5. Give participants copies of all materials including the presenter's guide. (27)
6. Hold sessions in self-contained classrooms or provide physical barriers in the open space centers to eliminate noise and distractions. (19)
7. Group participants according to needs after pretesting. (15)
8. Provide detail examples and materials for staff development use in the local school. (12)
9. Reallocate the time; some activities call for more time than others. (10)
10. Make provisions for all participants to participate in the various laboratory sessions and lectures by consultants. (9)

11. Provide participants with the textbooks by Walbesser and Cook. (8)
12. Shorten the lunch period and thus make for a shorter day. (8)
13. Have all materials ready and in sufficient amounts to pass out. (5)

Except for the first two suggestions few were cited by many different participants. There were approximately forty additional suggestions made which covered a wide variety of aspects; however, none of them were mentioned by more than three of the 905 participants and many were mentioned by only one person.

Even fewer participants cited specific problems perceived as relative to the in-service course. The problems cited most frequently are listed with the frequencies in parentheses.

Problems Cited By Participants

1. There was some difficulty in seeing and hearing the audio-visual presentations. (27)
2. There was some difficulty in finding parking spaces.(27)
3. The allocation of time was insufficient for some activities. (20)
4. The long sessions were difficult to take. (9)
5. The lavatory facilities were not adequate. (9)
6. The acoustics were not good in the large open space setting. (5)

Additional comments made by participants and listed with frequencies in parentheses were as follows:

1. The course should be a requirement and made available to all instructional personnel in the school system. (55)
2. This has been a very beneficial learning experience and has aided greatly in understanding CBC. (41)
3. The instructors and the presentations were excellent. (36)
4. The course was excellent and very well planned. (28)
5. Thank you. I enjoyed the course. (20)
6. I would like to see the course repeated again next year in addition to follow-up courses throughout the year. (9)

Instructors' Evaluation

The instructors' evaluation instrument was given to the leader of each instructional cluster on the last day of each of the sessions. The instructors were asked to provide information on the participants in their cluster, i.e., the number of participants in the cluster, the number of instructors for the cluster, attendance records for the participants, and the number of participants who successfully completed the course. They were also asked to list any special problems affecting the course outcome and suggestions for improving future courses of this nature.

All of the participants attending weeks one, two, and three received a final grade of satisfactory.[4/] According to the instructors, the participants met the following course requirements:

4/ Evaluation forms for week four were not returned.

1. Had 100% attendance.
2. Developed and submitted a Building Working Plan for the 1977-78 academic year.
3. Successfully completed the assessment tasks for each daily instructional session.

Due to a necessary change in the course structure all participants were not able to become proficient in the use of media equipment or to participate in all laboratories. Participation in these activities had been originally planned as two additional requirements.

Suggestions by the instructors fell into five categories: time, space, instruction, materials, and personnel. The suggestions made in each category are listed below.

1. Time -
   a. Allow more time for instructors to plan.
   b. Allow more time for discussion after presentations.
2. Space - Utilize self-contained classrooms as well as open space areas.
3. Instruction -
   a. Schedule sessions with consultants so that participants are not forced to miss their instructional sessions.
   b. Synchronize the media presentations and the instructional materials.

4. Materials -

   a. Supplies should be kept on site.

   b. Copies of the cluster enrollment lists should be made more readily available.

   c. Set up procedures for reproducing transparencies, etc.

   d. Reproduce the presenter's guide for distribution to every school team.

5. Personnel -

   a. Make provisions for on-site clerical help.

   b. Use newly trained teachers as instructional aides and instructors for future summer sessions.

Observation Scale

Two staff members from the Division of Research and Evaluation were on site daily during each of the four weeks the course was held. They conducted a general observation of the overall program structure and procedures, as well as instructional sessions within each cluster and laboratory.

1. General Observations

   a. The facilities of the New Brookland School were adequate. It accommodated hundreds of participants for large and small group sessions. It was possible to have closed circuit television so that all six clusters of participants could receive instruction at the same time. Air-conditioning added to the comfort of the participants. The parking facilities, however, were not adequate for the large number of participants.

b. The Staff Development instructors were members of the CBC Coordinating Team, CBC Instructional Team and the Regional Curriculum and Staff Development Teams. They were a diverse group from elementary and secondary levels with a great deal of experience and expertise in the teaching and supervision of classroom teachers. The staff was knowledgeable, professional, poised, and confident. Their presentations ranged from good to excellent in the observers' view.[5/]

c. The course was well planned and organized. Details were considered and as a result the course ran smoothly. Each participant received a teacher's manual during registration. It consisted of information about each day's behavioral objectives and modules. A variety of instructional materials and equipment (hardware) were utilized to support and enhance the instructors' presentations. Daily evaluations of each session by the participants were well planned and provided timely information for effective decision-making. As a result of the thorough planning by the CBC staff each participant knew exactly what he or she would be able to do as a result of the week's instruction.

d. The participants were enthusiastic. They cooperated with their instructors, were friendly towards co-workers,

---

5/ Ratings in this section, Observation Scale, are subjective judgments made by the two observers.

and worked well in teams. It was noted that during the first and fourth week of the course, enthusiasm was generally high despite the frustration and apprehension of a small number of participants due to problems dealing with beginnings and endings of projects, etc.

e. Video-tape and slide tape presentations were used regularly to facilitate instruction. Because some of the sound track and printout information displayed were unclear, they were not as effective as they might otherwise have been.

f. It was observed that there was not enough time for some participants to complete certain instructional tasks. The differences in learning styles must be considered when planning future courses.

2. Observations Relative To The Instructional Clusters

a. The participants were made aware of the behavioral objectives at each of the daily sessions. They were written on the blackboard and reinforced with charts and bulletin board displays. As a result, participants appeared to be able to identify the four components and to write behavioral objectives.

b. The participants were rated from "fair" to "satisfactory" on their ability to construct learning activities and assessment tasks by the observer. Because participants needed more clarification in these areas, the instructors constructed sample charts showing how learning activities and assessment tasks should be in performance agreement with the behavioral

objective. Instructors also encouraged large and small group discussions to reinforce concepts.

c. Participants were rated from "fair" to "satisfactory" on their ability to construct learning hierarchies. This skill was also reinforced by the use of sample hierarchies in chart form, the use of the blackboard and transparencies, practice sessions and follow-up discussions by the consultants.

d. As a result of the large group discussion about classroom management given by the consultant, the participants were rated "outstanding" in their ability to identify techniques for such management. These techniques were reinforced by the large and small group activities and discussions.

e. During the four one-week sessions a variety of experiences were provided for all participants. They include: large and small group discussions, presentations by consultants, demonstrations, practice sessions, and identifying techniques for conducting CBC building workshops or staff development in an open-space environment.

f. All participants were able to develop a CBC school plan for school and related staff development activities. At the end of each week-long session, participants shared and critically evaluated their CBC school building plan

in their own instructional cluster. Then, a panel consisting of representative team members from the six clusters shared their plans with the entire group in the cafetorium.

g. There was evidence that the staff evaluated the progress of the participants. A pretest and posttest was given to all participants. Staff members and those enrolled in the staff development course evaluated the progress that was being made at the end of each daily session.

3. Observation of Laboratory Sessions

With one exception, laboratory sessions were offered to participants on a voluntary basis. All those in attendance did participate in a session on Classroom Management. Other laboratory sessions offered include: Group Dynamics in CBC, Managers in CBC, Preparing Learning Activity Packages, and the Planning Process, Learning Hierarchy, and Instructional Unit Plan. Observations of laboratory sessions are cited below. Each of the five lab sessions was observed only once.6/

a. Classroom Management in CBC - This session was attended by all participants. Participants were made aware of the session's behavioral objective. The consultant was very well-prepared and presented the material well while covering a reasonable amount. Those in attendance participated in large group discussions and a practice session. There was no evidence of a pre and posttest.

6/ One session of each of the five laboratories was observed during the four-week period.

It appeared, however, that participants satisfactorily achieved the session's behavioral objective.

b. Managers in CBC - The session observed was attended on a voluntary basis by eight participants. Participants were made aware of the session's behavioral objective. The consultant was well-prepared, and did a good job of presenting the material. There was evidence of a pre and posttest. Participants achieved the session's behavioral objective satisfactorily.

c. Group Dynamics in CBC - Approximately fifty administrators attended this session voluntarily. The consultant indicated the topics that would be discussed, but he did not state them in behavioral terms. The consultant did a good job preparing and presenting the materials. However, handouts of the presentation would have made the material clearer to the participants. The consultant did an excellent job of covering the subject matter. Participants appeared to have satisfactorily achieved the session's unstated behavioral objective of problem solving within a group. There was no evidence however of a pre or posttest.

d. Preparing Learning Activity Packages - This session was attended by approximately forty-five participants. Participants were made aware of the session's behavioral objective. The consultant's preparation and presentation

of materials, subject matter coverage, and classroom procedures were rated as "good." The observers rated the consultant's technique for ending the session as "fair." Those in attendance participated in large group discussions and a practice session. Participants did not achieve the behavioral objective because of a time problem. There was an administrative problem which caused the session observed to begin late. This late beginning prevented the completion of the performance task of preparing a learning activity package. The participants did write a behavioral objective and three learning activities that would meet the needs of the slow, average, and bright students. [illegible] the participants had been given a pretest but not a posttest.

e. The Planning Process, the Learning Hierarchy, and the Instructional Unit Plan - Approximately thirty five individuals participated in this session. Participants were made aware of the session's behavioral objective. The consultant did a good job of preparing, presenting, and covering the subject matter. Those in attendance participated in large group discussions and practice sessions. There was evidence that the participants had been given a pretest and the practice session substituted for the posttest. Because of poor communication between the consultant and the participants, those enrolled received a rating of "fair" on achievement of the session's behavioral objective.

SUMMARY AND CONCLUSIONS

Foundations of Competency Based Curriculum, one week in-service course held for four consecutive weeks, was offered to CBC team members from each Washington, D.C. public school during the summer of 1977. It was designed to assist instructional personnel in acquiring the necessary competencies and skills to plan, initiate and implement competency based curriculum in individual classrooms, schools, and the total educational setting.

In their own ratings of skills and knowledge gained participants from all levels consistently stated that they had acquired a very good understanding of the components of CBC after taking the course. There was little or no variation in this positive opinion among the different subgroups of participants or among those attending different weekly sessions. Mean scores on the post opinionnaire ranged from 4.5 to 4.8 (a rating of "excellent") indicating that participants felt they had mastered the skills required to initiate and implement CBC.

The summer course reached a wide variety of school personnel. Approximately 905 participants responded to the Participants' Evaluation Form. They reported being very satisfied with their instructors, the instruction, and with the facilities. Those responding gave the course an overall rating of 3.7 or "excellent." While participants were generally satisfied with the program they did make a number of timely suggestions. The suggestion made most often was to "slow down" the pace of the course and allow more time for instruction. There was considerable agreement

between the instructors' opinions and suggestions and those made by participants.

It is evident that the summer program was highly successful, and that there is a need for additional courses in order to reach all school instructional personnel to enhance their skill and knowledge to plan, initiate and implement competency based curriculum.

RECOMMENDATIONS

1. It is recommended that in-service courses of this kind be encouraged and expanded. School personnel are highly appreciative of well-structured and informative in-service courses that utilize resources and expertise from within. This instills a feeling of ownership and self-reward.
2. It is recommended that the suggestions and comments expressed by participants be considered in planning future in-service courses.
3. It is recommended that a follow-up be made in each school to determine the extent to which CBC teams are carrying out the CBC staff development activities and to provide assistance where necessary.

Appendix A

Posttest Mean Scores of Elementary and Secondary Teachers
for Each Item on the CBC Staff Development
Opinionnaire for Week 1

Items	Teachers	
	Elem. N= 129	Sec. N=54
1. Do you feel you can describe the components of a systematic approach to curriculum building?	4.7	4.7
2. Do you feel you can construct assessment tasks which are in performance agreement with behavior objectives?	4.7	4.8
3. Do you feel you can suggest techniques for conducting workshops?	4.5	4.5
4. Do you feel you have an operational definition of competency-based curriculum?	4.8	4.8
5. Do you feel you can construct enabling (subordinate) objectives needed for terminal objectives?	4.7	4.7
6. Do you feel you can interpret a learning hierarchy?	4.7	4.7
7. Do you feel you can construct assessment tasks for each enabling objective?	4.6	4.7
8. Do you feel you can build learning hierarchies?	4.6	4.6
9. Do you feel you can identify a terminal objective within a given set of objectives?	4.9	4.8
10. Do you feel you can write behavioral objectives which include all four components?	4.9	4.9
11. Do you feel you can identify learning activities which are in performance agreement with behavioral objectives?	4.9	4.9
12. Do you feel you can describe uses of learning hierarchies?	4.7	4.7
13. Do you feel you can organize instructional triads?	4.5	4.4
14. Do you feel you can break hierarchies into teaching units?	4.5	4.6
15. Do you feel you can construct learning activities which are in performance agreement with behavioral objectives?	4.8	4.9
16. Do you feel you can define techniques for classroom management?	4.6	4.6
17. Do you feel you can identify assessment tasks which are in performance agreement with behavioral objectives?	4.7	4.8
18. Do you feel you can develop a CBC staff development plan for your building?	4.6	4.5
19. Do you feel you can identify the four components of a complete behavioral objective?	4.9	4.9
20. Do you feel you can identify an enabling objective within a given set of objectives?	4.9	4.8

Mean Range: 3.5 to 4.4 = "I think so" 4.5 to 5.4 = "I certainly do"

Posttest Mean Scores of Elementary and Secondary Teachers for Each Item on the CBC Staff Development Opinionnaire for Week 2

Items	Teachers	
	Elem. N= 130	Sec. N=61
1. Do you feel you can describe the components of a systematic approach to curriculum building?	4.7	4.7
2. Do you feel you can construct assessment tasks which are in performance agreement with behavior objectives?	4.7	4.8
3. Do you feel you can suggest techniques for conducting workshops?	4.5	4.4
4. Do you feel you have an operational definition of competency-based curriculum?	4.7	4.8
5. Do you feel you can construct enabling (subordinate) objectives needed for terminal objectives?	4.6	4.7
6. Do you feel you can interpret a learning hierarchy?	4.6	4.6
7. Do you feel you can construct assessment tasks for each enabling objective?	4.5	4.6
8. Do you feel you can build learning hierarchies?	4.4	4.5
9. Do you feel you can identify a terminal objective within a given set of objectives?	4.7	4.7
10. Do you feel you can write behavioral objectives which include all four components?	4.9	4.9
11. Do you feel you can identify learning activities which are in performance agreement with behavioral objectives?	4.8	4.9
12. Do you feel you can describe uses of learning hierarchies?	4.6	4.6
13. Do you feel you can organize instructional triads?	4.5	4.6
14. Do you feel you can break hierarchies into teaching units?	4.5	4.6
15. Do you feel you can construct learning activities which are in performance agreement with behavioral objectives?	4.7	4.8
16. Do you feel you can define techniques for classroom management?	4.5	4.4
17. Do you feel you can identify assessment tasks which are in performance agreement with behavioral objectives?	4.7	4.7
18. Do you feel you can develop a CBC staff development plan for your building?	4.5	4.4
19. Do you feel you can identify the four components of a complete behavioral objective?	4.9	5.0
20. Do you feel you can identify an enabling objective within a given set of objectives?	4.7	4.7

Mean Range: 3.5 to 4.4 = "I think so" 4.5 to 5.4 = "I certainly do"

Posttest Mean Scores of Elementary and Secondary Teachers
for Each Item on the CBC Staff Development
Opinionnaire for Week 3

Items	Teachers	
	Elem. N= 83	Sec. N=39
1. Do you feel you can describe the components of a systematic approach to curriculum building?	4.5	4.9
2. Do you feel you can construct assessment tasks which are in performance agreement with behavior objectives?	4.5	4.7
3. Do you feel you can suggest techniques for conducting workshops?	4.5	4.5
4. Do you feel you have an operational definition of competency-based curriculum?	4.7	4.7
5. Do you feel you can construct enabling (subordinate) objectives needed for terminal objectives?	4.6	4.7
6. Do you feel you can interpret a learning hierarchy?	4.6	4.7
7. Do you feel you can construct assessment tasks for each enabling objective?	4.4	4.7
8. Do you feel you can build learning hierarchies?	4.5	4.5
9. Do you feel you can identify a terminal objective within a given set of objectives?	4.6	4.8
10. Do you feel you can write behavioral objectives which include all four components?	4.9	4.8
11. Do you feel you can identify learning activities which are in performance agreement with behavioral objectives?	4.7	4.8
12. Do you feel you can describe uses of learning hierarchies?	4.6	4.6
13. Do you feel you can organize instructional triads?	4.3	4.5
14. Do you feel you can break hierarchies into teaching units?	4.4	4.5
15. Do you feel you can construct learning activities which are in performance agreement with behavioral objectives?	4.6	4.8
16. Do you feel you can define techniques for classroom management?	4.4	4.7
17. Do you feel you can identify assessment tasks which are in performance agreement with behavioral objectives?	4.6	4.9
18. Do you feel you can develop a CBC staff development plan for your building?	4.4	4.5
19. Do you feel you can identify the four components of a complete behavioral objective?	4.8	5.0
20. Do you feel you can identify an enabling objective within a given set of objectives?	4.5	4.8

Mean Range: 3.5 to 4.4 = "I think so" 4.5 to 5.4 = "I certainly do"

Posttest Mean Scores of Elementary and Secondary Teachers
for Each Item on the CBC Staff Development
Opinionnaire for Week 4

Items	Teachers	
	Elem. N=149	Sec. N= 76
1. Do you feel you can describe the components of a systematic approach to curriculum building?	4.7	4.6
2. Do you feel you can construct assessment tasks which are in performance agreement with behavior objectives?	4.8	4.8
3. Do you feel you can suggest techniques for conducting workshops?	4.6	4.6
4. Do you feel you have an operational definition of competency-based curriculum?	4.7	4.7
5. Do you feel you can construct enabling (subordinate) objectives needed for terminal objectives?	4.8	4.7
6. Do you feel you can interpret a learning hierarchy?	4.6	4.6
7. Do you feel you can construct assessment tasks for each enabling objective?	4.7	4.7
8. Do you feel you can build learning hierarchies?	4.4	4.6
9. Do you feel you can identify a terminal objective within a given set of objectives?	4.8	4.8
10. Do you feel you can write behavioral objectives which include all four components?	4.9	4.9
11. Do you feel you can identify learning activities which are in performance agreement with behavioral objectives?	4.8	4.8
12. Do you feel you can describe uses of learning hierarchies?	4.5	4.7
13. Do you feel you can organize instructional triads?	4.5	4.5
14. Do you feel you can break hierarchies into teaching units?	4.4	4.5
15. Do you feel you can construct learning activities which are in performance agreement with behavioral objectives?	4.7	4.8
16. Do you feel you can define techniques for classroom management?	4.6	4.5
17. Do you feel you can identify assessment tasks which are in performance agreement with behavioral objectives?	4.7	4.7
18. Do you feel you can develop a CBC staff development plan for your building?	4.4	4.3
19. Do you feel you can identify the four components of a complete behavioral objective?	4.9	4.9
20. Do you feel you can identify an enabling objective within a given set of objectives?	4.8	4.7

Mean Range: 3.5 to 4.4 = "I think so" 4.5 to 5.4 = "I certainly do"

Appendix B

Public Schools of the District of Columbia

CBC STAFF DEVELOPMENT OPINIONNAIRE
SUMMER, 1977

Your Position _____ Elementary ____ Secondary ____ Date _____

Your response to this opinionnaire is very valuable in the assessment of the in-service course. PLEASE BE VERY CANDID.

Directions: Circle the number that best describes your viewpoint.

	I Certainly Do	I Think So	Not Sure	I Don't Think So	I Certainly Do Not
1. Do you feel you can describe the components of a systematic approach to curriculum building?	5	4	3	2	1
2. Do you feel you can construct assessment tasks which are in performance agreement with behavior objectives?	5	4	3	2	1
3. Do you feel you can suggest techniques for conducting workshops?	5	4	3	2	1
4. Do you feel you have an operational definition of competency-based curriculum?	5	4	3	2	1
5. Do you feel you can construct enabling (subordinate) objectives needed for terminal objectives?	5	4	3	2	1
6. Do you feel you can interpret a learning hierarchy?	5	4	3	2	1
7. Do you feel you can construct assessment tasks for each enabling objective?	5	4	3	2	1
8. Do you feel you can build learning hierarchies?	5	4	3	2	1
9. Do you feel you can identify a terminal objective within a given set of objectives?	5	4	3	2	1
10. Do you feel you can write behavioral objectives which include all four components?	5	4	3	2	1
11. Do you feel you can identify learning activities which are in performance agreement with behavioral objectives?	5	4	3	2	1
12. Do you feel you can describe uses of learning hierarchies?	5	4	3	2	1
13. Do you feel you can organize instructional triads?	5	4	3	2	1
14. Do you feel you can break hierarchies into teaching units?	5	4	3	2	1
15. Do you feel you can construct learning activities which are in performance agreement with behavioral objectives?	5	4	3	2	1
16. Do you feel you can define techniques for classroom management?	5	4	3	2	1
17. Do you feel you can identify assessment tasks which are in performance agreement with behavioral objectives?	5	4	3	2	1
18. Do you feel you can develop a CBC staff development plan for your building?	5	4	3	2	1
19. Do you feel you can identify the four components of a complete behavioral objective?	5	4	3	2	1
20. Do you feel you can identify an enabling objective within a given set of objectives?	5	4	3	2	1

Prepared by
Division of Research and Evaluation
June 1977

Appendix C

Public Schools of the District of Columbia

CBC STAFF DEVELOPMENT
PARTICIPANTS' EVALUATION - SUMMER 1977

Your Position _____ Date _____

Check one: Elementary School _____ Specify: Grade Level _____
Secondary School _____
Region Office _____ Subject Area _____
Central Office _____

1. Are you attending the Foundations of Competency-Based Curriculum course with your school team?

Yes _____ No _____

2. Since each school was limited to four CBC team members--how was it determined which members of your building team would attend?

3. How were you selected? (If different from above)

4. How would you rate the following?

	Excellent	Good	Fair	Poor
I. Instructors				
a. Preparation				
b. Presentation of materials				
c. Knowledge of materials				
d. Support and encouragement of participants				
e. Ability to assist group in accomplishing specified tasks				
f. Ability to assess degree to which group accomplished specified tasks				
II. Instruction				
a. Materials/equipment				
b. Subject matter coverage				
c. Procedures				
III. Facilities				
a. Size/number				
b. Working conditions				

5. How would you rate the laboratory experience?

a. Behavioral objectives and learning hierarchies lab				
b. Instructional activities lab				
c. Assessment tasks lab				
d. Classroom management lab				
e. Equipment operation lab				

6. Check the area(s) below in which you need more in-service training:

a. Behavioral objectives _____
b. Instructional activities _____
c. Assessment tasks _____
d. Classroom management _____
e. Equipment operation _____
f. Learning hierarchies _____
g. Instructional triads _____
h. Staff development planning _____
i. Other (specify) _____

_____

7. Did your team produce an acceptable building CBC plan? Yes _____ No_____

8. How can the course be improved?

9. How would you rate the overall course and its value to you?

Excellent	Good	Fair	Poor

Please list any other kinds of problems you may have perceived relative to the in-service course:

Additional comments:

Prepared by
Division of Research and Evaluation
June 1977

Appendix D

Public Schools of the District of Columbia

CBC SUMMER IN-SERVICE COURSES
INSTRUCTORS' EVALUATION

Directions: To be completed by the leader/facilitator of each instructional group/cluster at the end of the five-day course.

Course Title _____ Date _____

Instructional group/cluster number ____

Number of participants in your instructional group/cluster _____

Number of instructors (including you) for your group/cluster _____

. How many of the participants in your instructional group/cluster met the following criteria:

	Number of Different Persons
a. Had 100% attendance?	_____
b. Developed and submitted a Building Working Plan for the 1977-78 academic year?	_____
c. Successfully completed the assessment tasks for each daily instructional session?	_____
d. Completed a self-assessment on their competencies with the use of media equipment?	_____
e. Completed a self-assessment on their participation in the CBC Laboratories?	_____
f. Achieved a grade of "Satisfactory?"	_____

. If any of the criteria, "a" through "f" above, was not met by all participants please provide appropriate explanation(s):

a.

b.

c.

d.

e.

f.

f. (continued)

List any special problems that may have affected the course outcomes.

List any suggestions you may have for improving future courses of this nature.

Additional comments:

Prepared by
Division of Research and Evaluation
June 1977

Appendix E

Public Schools of the District of Columbia

1977 CBC SUMMER STAFF DEVELOPMENT

Observation Scale

Date_____

Observer's Name_____ Position _____

Time of Observation: From:_____ To: _____

Group Observed: _____ No. of Participants: _____

Session #: _____

Laboratory:_____

Instructional Sessions/Laboratory

1. Participants were made aware of the session's/lab's behavioral objective
   - _____ Yes
   - _____ No

2. Participants achieved the session's/lab's behavioral objective
   - _____ Outstanding (Practically all)
   - _____ Satisfactory (Approximately three-fourths)
   - _____ Fair (Approximately one-half)
   - _____ Unsatisfactory

3. Participants wrote behavioral objectives and developed instructional activities to develop the skill
   - _____ Outstanding (Practically all)
   - _____ Satisfactory (Approximately three-fourths)
   - _____ Fair (Approximately one-half)
   - _____ Unsatisfactory

4. Participants constructed assessment tasks to measure the attainment of the skill
   - _____ Outstanding (Practically all)
   - _____ Satisfactory (Approximately three-fourths)
   - _____ Fair (Approximately one-half)
   - _____ Unsatisfactory

5. Participants built learning hierarchies
   - _____ Outstanding (Practically all)
   - _____ Satisfactory (Approximately three-fourths)
   - _____ Fair (Approximately one-half)
   - _____ Unsatisfactory

6. Participants defined and developed techniques for classroom management
   - _____ Outstanding (Practically all)
   - _____ Satisfactory (Approximately three-fourths)
   - _____ Fair (Approximately one-half)
   - _____ Unsatisfactory

7. Participants were able to operate successfully (most of) the visual aide equipment
   - _____ Outstanding (Practically all)
   - _____ Satisfactory (Approximately three-fourths)
   - _____ Fair (Approximately one-half)
   - _____ Unsatisfactory

8. Types of experiences provided for participants
   _____ Large and small group discussions
   _____ Review of mediated packages (math, English, language arts, reading, scienc
   _____ Participation in learning station activities
   _____ Individual study and research
   _____ Presentations by consultants
   _____ Demonstrations
   _____ Practice sessions (application theory)
   _____ Techniques for conducting workshops
   _____ Simulations
   _____ Other_____

9. Participants were able to develop a CBC School Plan for school activities and related staff development activities
   _____ Outstanding (Practically all)
   _____ Satisfactory (Approximately three-fourths)
   _____ Fair (Approximately one-half)
   _____ Unsatisfactory

10. Evidence of pre-test and post-test formative evaluation by staff
   _____ Yes
   _____ No.

General Observation of the CBC Summer Staff Development

1. Adequacy of the site facilities
   _____ Good
   _____ Fair
   _____ Poor

2. Adequacy of the staff presentations in content areas
   _____ Good
   _____ Fair
   _____ Poor

3. General organizational planning of CBC summer staff development
   _____ Good
   _____ Fair
   _____ Poor

4. Enthusiasm of the participants in the CBC Summer Staff Development sessions
   _____ Good
   _____ Fair
   _____ Poor

COMMENTS

Prepared by
Division of Research and Evaluation
June 1977